

# Crossfields Institute

Qualification Specification

Level 4 Diploma in Equine Facilitated Learning: The LEAP  
Method



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## Summary of changes

**This section summarises the changes to this Qualification Specification.**

Version	Publication Date	Summary of amendments
2.0	January 2022	Adjusted TQT weighting across modules. Module 1 TQT has changed from 40 to 30. Module 3 TQT has changed from 50 to 40. Module 5 TQT has changed from 50 to 40. Module 7 TQT has changed from 50 to 70. Module 8 TQT has changed from 60 to 70. Updated assessment criteria. Improvements in language.

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## Key Facts

<b>Qualification Title</b>	Crossfields Institute Level 4 Diploma in Equine Facilitated Learning: The Leap Method
<b>Qualification Number (QAN)</b>	603/5564/5
<b>Qualification Type</b>	Vocationally Related Qualification
<b>Sector</b>	Health and Social Care
<b>Level</b>	4
<b>Rules of Combination</b>	All modules are compulsory
<b>Total Qualification Time</b>	370 hours
<b>Guided Learning Hours</b>	110 hours
<b>Minimum age of learners</b>	23
<b>Assessment Methods</b>	Portfolio of evidence including written assignments, creative assignments, discussions, observations, presentations and reflective journaling.
<b>Grading system</b>	Pass/Fail
<b>How long will it take to complete?</b>	1 year
<b>Developed by</b>	The qualification has been developed by Crossfields Institute with subject specific expertise provided by LEAP Equine Limited.



## Section 1: About this Qualification

### 1.1 Why take this qualification?

This objective of this Crossfields Institute Level 4 Diploma in Equine Facilitated Learning: The LEAP Method is to:

- Prepare you to progress to a qualification at a higher level in Equine Facilitated Learning (EFL)
- Prepare you to progress to a qualification in another subject area
- Prepare you for employment as an EFL practitioner
- Provide you with opportunities for personal growth and engagement in learning

This qualification was developed in order to bring professional standards to an emerging and as yet unregulated field. The qualification emphasises the development of maturity, self-awareness, authenticity, safe and ethical practice.

### 1.2 Who is it for?

This qualification is designed for people who are qualified professionals in a variety of areas (for example: teachers, coaches, social workers, riding instructors) and who wish to train in Equine Facilitated Learning. It introduces the LEAP Method and guides learners through its application in a variety of contexts. The focus of the work is skills development, from an educational, not mental health perspective. The qualification covers the human and horse ethical and welfare aspects of EFL.

### 1.3 What does the qualification cover?

This qualification covers knowledge and theory of EFL and specifically the LEAP Method for EFL. It also facilitates the development of a range of skills and capacities including: horsemanship skills, coaching, self-reflection, body based awareness, assessment of clients' needs and developing EFL programmes.

The Level 4 Diploma in Equine Facilitated Learning: the LEAP Method consists of 8 modules and you must complete all of them:

#### **1. Body Based Awareness and Connection for EFL Practitioners**

In this module, learners will be introduced to the qualification and the LEAP Method. Learners will learn how to tune into their own body and begin using their body as a sensing device in human-human and human-horse communication and learn how to moderate arousal levels in themselves and their clients.

#### **2. Evaluating Interactions to Design EFL Programmes**

Learners will learn to carry out client assessments and understand when to refer on to a mental health professional. Learners will observe and assess a client's needs, strengths, current emotional state, skills development and how to design a programme to support the client's goals from EFL sessions.

#### **3. Boundaries and Energy in EFL Practice**

Learners will learn how to facilitate exercises that promote the recognition, establishment and maintenance of healthy boundaries and their own energetic fields, through experiential exercises with horses.

#### **4. Relationship Building in EFL Practice**

Learners will learn to facilitate exercises that build trust and relationship between client and horse, calling on energy skills and body-based awareness skills learnt in modules 1 and 3.

#### **5. Working with Young People in EFL**

Learners will learn to adapt the LEAP Method of EFL for working with young people, including the use of the LEAP Care Cards, the importance of rituals with young people and the LEAP Relational horsemanship approach. They will learn essential skills specific to working as part of a Multi-Disciplinary Team for children and young people in care or educational settings.

#### **6. Working with Groups, Organisations and Leadership Programmes**

Learners will learn to adapt the LEAP Method for EFL for working with organisations, including leadership programmes, coaching and group work.

#### **7. Relational Horsemanship and the EFL Herd**

Using the principles of relational horsemanship, learners will learn essential skills in order to be able to hold and manage the physical and emotional care of an EFL herd. They will learn how to develop, understand and adjust their relationships with their equine partners, to create an effective EFL environment for clients.

#### **8. Ethical & Professional Practice for EFL Practitioners**

Learners will learn about the policies, protocols and procedures necessary to underpin their EFL practice. They will learn how to develop facilitation skills, the importance of ethical practice and the parameters of EFL work; including when to refer clients on to a mental health professional. They will also be introduced to the structure of ongoing support available through LEAP membership.

The qualification is at level 4 as defined by Ofqual. <https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications#level-descriptors>

## **1.4 What are the entry requirements?**

To study this qualification you need to demonstrate to the centre that you have:

- A formally recognised qualification in coaching, teaching, riding instruction, social work, nursing, holistic therapy, psychology. We will consider applications from those who are trained in a different area of expertise and wish to qualify as an EFL Practitioner.
- If English is not the first language, proof of spoken and written English at a level equivalent to IELTS 5 will be required.
- Learners must have previously experienced the LEAP Method from a client perspective through attending a LEAP Introductory workshop, a one to one workshop with one of the LEAP Training team or a programme of EFL sessions with a LEAP Practitioner within 6 months prior to starting this qualification. Alternative arrangements may be considered by the programme team for learners from overseas.
- Learners must have their own, or have access to equines, to enable them to practise the LEAP method throughout the qualification.
- Learners must have experience with horses including horse care and management. They must be able to demonstrate knowledge of standard equestrian practises including horse care skills and basic horsemanship.



- Due to the psychological demands of this qualification, learners must demonstrate the potential for self-reflection, self-directed learning, emotional resilience and ability to manage their own emotions. Participating in this programme may bring up unresolved or painful feelings and memories and learners must be willing and able to access therapeutic support outside the course if needed.

The centre will have specific entry requirements, which is available to learners. The centre will conduct an application process, which requires learners to give some life history, professional qualifications, and describe their motivation and professional goals.

## 1.5 What are the assessment methods?

You will create a portfolio of evidence throughout your time working towards this qualification. This may include:

- observation of practice by experienced tutors
- written assignments
- creative assignments
- reflective practice. e.g. a learning journal or self-reflective journals
- peer observation or feedback as witness testimony
- peer discussion
- presentations
- artefacts

**Note: Plagiarism.** Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. If there is evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to a disciplinary procedure

**Buying and selling assignments** Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens, we reserve the right not to accept future entries from you

## 1.6 What are the progression opportunities?

This qualification has been designed to support you to progress within the workplace or in your own practice. Following successful completion of the qualification you could:

- seek employment in the field of Equine Facilitated Learning
- establish a private practice as an Equine Facilitated Learning Practitioner
- be a registered LEAP EFL practitioner

## 1.7 Additional Costs for Learners

Learners are required to arrange professional indemnity insurance for the client case-studies and associated assessment.

Therapy sessions to process personal content emerging as part of the training if and when appropriate.

## Section 2: Modules

### 2.1 Module List

<b>Module title</b>	<b>Ofqual ref</b>	<b>Total qualification time (TQT)</b>	<b>Credits</b>
Body-based Awareness and Connection for EFL Practitioners	H/617/9906	30	3
Evaluating Interactions to Design Therapeutic Programmes	K/617/9907	50	5
Boundaries and Energy in EFL Practice	M/617/9908	40	4
Relationship Building in EFL Practice	T/617/9909	30	3
Working with Young People in EFL	K/617/9910	40	4
Working with Groups, Organisations and Leadership Programmes	M/617/9911	40	4
Relational Horsemanship and the EFL Herd	T/617/9912	70	7
Ethical & Professional Practice for EFL Practitioners	A/617/9913	70	7
	<b>Total</b>	<b>370</b>	<b>37</b>

# Module 1

## Body-based Awareness and Connection for EFL Practitioners

**Ofqual module code** H/617/9906 **Guided Learning Hours (GLH)** 12

**Module level** 4 **Total Qualification Time (TQT)** 30

**Module aim** This module considers the role of body-based awareness, mindfulness and creating connection in EFL. The module introduces the learner to a set of tools to enhance the ability to develop body-based awareness, and the use of the body as a sensing device to establish connection between horse and human. In this module, learners are required to address health and safety issues including the importance of being trauma informed and to demonstrate self-reflective practice.

**Module rationale** In order to become an effective EFL practitioner the learner will be required to develop their knowledge, understanding and skills whilst also developing their ability to engage in body-based awareness. The ability to create a connection with both the horse and the client is key to the role of the EFL practitioner. This module aims to support the individual learner in developing these abilities to support their continuing professional development and in LEAP Method approach to trauma informed practice.

Learning outcomes	Assessment criteria
<b>The learner will:</b>	<b>The learner can:</b>
1. Know the risk factors for clients engaging with body-based awareness and connection exercises	1.1 Explain the risk factors for clients engaging with body-based awareness and connection exercises  <i>Includes the importance of trauma informed practice for EFL and working in sphere of expertise</i>
2. Understand the role of Body-based Awareness and Connection in EFL	2.1 Explain the principles of body-based awareness and connection  <i>Include formal and informal practise of using body-based awareness as a practitioner and for clients</i>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
	2.2 Analyse the use of Body-based Awareness and Connection Practice in EFL
3. Be able to apply Body-based Awareness and Connection techniques in EFL	3.1 Use Body-based Awareness and Connection techniques in EFL <i>Including body scan, breathing, arousal levels, anchors and grounding</i>
	3.2 Give examples of own experience of using Body-based Awareness and Connection techniques in EFL

#### **Additional Requirements for Delivery and Assessment**

Learners must demonstrate a potential for self-reflection, self-directed learning, emotional resilience, and the ability to hold and process the emotional content of others. Material covered in this module must include Body Scan, Arousal Levels, Breathing, Anchors and Grounding from a client perspective. Learners must demonstrate an understanding of trauma and the ability to utilise the LEAP Method approaches to trauma informed practice. Assessment will involve written assignments, observation of the learners, as well as the development of a learning journal.

## Module 2

# Evaluating Interactions to Design Therapeutic Programmes

**Ofqual module code** K/617/9907 **Guided Learning Hours (GLH)** 12

**Module level** 4 **Total Qualification Time (TQT)** 50

**Module aim** This module aims to develop the learners' observation, assessment and evaluation skills in order to allow them to assess a client's needs, strengths, emotional state, how to develop EFL sessions to meet the clients' goals. This is done by teaching the use of key LEAP techniques such as: Meet the Herd, Choose the Horse, responding to Body Scans and Equine Reflection. This module also aims to enhance the learner's understanding of the theory behind the LEAP method, including the parameters of EFL programmes and when to refer on to a mental health professional. The aim of the module is to give learners the tools to create suitable bespoke EFL programmes for their clients.

**Module rationale** In order to use equine facilitated learning in an individual context, learners need to practice their observation skills to understand what is arising in the client when choosing and interacting with a horse. They also need a thorough grounding in the theory behind the LEAP method.

Learning outcomes	Assessment criteria
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand human and horse behaviour from observation	1.1 Describe client behaviour when interacting with horses  <i>Includes client's emotional state and presenting issues</i>
	1.2 Describe horse behaviour when interacting with a client  <i>Includes horses body language</i>
2. Know EFL theory and the LEAP method	2.1 Explain the principles of the LEAP method
	2.2 Compare the LEAP Method to another theory of EFL

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Be able to design an EFL programme for clients	3.1 Create an EFL programme for an adult client  <i>Includes objectives for the programme, session plans and possible outcome measures</i>
4. Reflect on own development as a LEAP method EFL practitioner	4.1 Review a client EFL session in order to plan future sessions  <i>Include assessing own responses and self reflection</i>
	4.2 Use self-reflection in supervisory sessions to plan for future development as a practitioner

#### **Additional Requirements for Delivery and Assessment**

Assessment will involve written assignments, observation of the learners and the completion of tasks for their portfolio.

## Module 3

# Boundaries and Energy in EFL Practice

**Ofqual module code** M/617/9908 **Guided Learning Hours (GLH)** 12

**Module level** 4 **Total Qualification Time (TQT)** 40

**Module aim** This module aims to develop the learners' abilities to work collaboratively with a horse in negotiating boundaries and how those experiences can be created for and utilised with a client. It aims to develop the learners' skills in facilitating a number of LEAP exercises used for boundary and energy work, such as: Reflective Grooming, Active Round Pen, Horse Dancing, Energy Fields, Bucket Game, and Gentle Leadership.

**Module rationale** This module deepens and strengthens the body-based awareness and observational work of modules 1 and 2 by addressing a core issue for many clients; that of managing boundaries and directing energy in appropriate ways.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand the energy fields of a horse	1.1 Compare a horse's energy fields with own  <i>Includes observation of a horse's behaviour and own body awareness</i>
	1.2 Recognise the energy fields of a horse using body-based awareness techniques
2. Be able to work with the energy fields of a horse	2.1 Demonstrate a range of techniques to help self and clients understand the use of energy fields and in managing boundaries  <i>Includes Feel the Heat, Bucket Game and Active Round Pen</i>



Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>3. Be able to work with energy techniques to achieve required outcomes</p>	<p>3.1 Demonstrate the use of energy techniques to create a partnership between horse and human</p> <p><i>Including approach and retreat, active round pen, changing horse's speed/direction through energy techniques</i></p> <hr/> <p>3.2 Give an account of the translation of these energy techniques to human-human interactions</p>
<p>4. Be able to work with boundaries in the context of EFL</p>	<p>4.1 Create a boundary that is respected by a horse</p> <p><i>Includes using physical and energy techniques</i></p> <hr/> <p>4.2 Support a client to maintain a personal boundary</p>
<p>5. Be able to assist a client's reflection on an encounter with a horse</p>	<p>5.1 Explain to a client the concept of personal space and boundaries</p> <p><i>Includes using client appropriate language</i></p> <hr/> <p>5.2 Give appropriate feedback to a client following an EFL session and assist the client to reflect on how this relates to their life</p> <p><i>Including using coaching skills, clean language and not personal interpretation</i></p>

#### Additional Requirements for Delivery and Assessment

Assessment will involve written assignments, reflective journal, peer and tutor observation of the learners with horses, as well as the completion of tasks for their portfolio.

## Module 4

### Relationship Building in EFL

**Ofqual module code** T/617/9909 **Guided Learning Hours (GLH)** 12

**Module level** 4 **Total Qualification Time (TQT)** 30

**Module aim** This module develops the learners' abilities to facilitate the building of a trusting relationship between horse and human using Leap Method techniques. This requires moving towards a partnership-based relationship with the horse based on compassion, understanding, relational horsemanship, gentle leadership, and facilitating clients to do the same. In this module learners will develop an understanding of the role of horse-human relationship to address issues of self-esteem, relationships and trust.

**Module rationale** This module builds on the self-awareness skills developed in modules 1-3 and places the focus on relationship with another. Learners will gain essential skills in working with issues of trust, relationship, and sense of self.

Learning outcomes	Assessment criteria
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to support a client in developing their relationship with horses	1.1 Select techniques to support the progress of a client in an EFL session
	1.2. Carry out a range of techniques to support a client in their communicating with a horse
2. Be able to use relationship-building concepts in EFL	2.1 Facilitate a range of exercises to help a client build a trusting relationship with a horse
	2.2 Give an account of how a client may transfer relationship skills learned in EFL to other relationships

Learning outcomes	Assessment criteria
<b>The learner will:</b>	<b>The learner can:</b>
3. Reflect on own journey into partnership with horses	3.1. Use a reflective journal to record own journey into partnership with horses.  <i>Includes self-reflection throughout the course as a practise client and facilitator</i>

**Additional Requirements for Delivery and Assessment**

Assessment will involve tutor observation of the learners with horses as well as the completion of tasks for their portfolio.

## Module 5

### Working with Young People in EFL

**Ofqual module code** K/617/9910 **Guided Learning Hours (GLH)** 12

**Module level** 4 **Total Qualification Time (TQT)** 40

**Module aim** This module addresses the application of the LEAP method of EFL to working with young people. It includes: safeguarding and child protection policies and procedures; the risk assessment and referral processes to be followed; and considers own approach to risk management. The LEAP Care Programme will be introduced, including the use of the LEAP Care Cards ©, as well exploring Relational Horsemanship approaches of working with young people.

**Module rationale** EFL can be used in addressing a range of issues presenting in young people, such as: trust and relationship issues, self-esteem, confidence and communication. This module helps the EFL professional learn how to address the needs of young people using an EFL approach.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to adjust the use of the LEAP Method for working with young people	1.1 Develop an EFL programme suitable for a young person  <i>Includes a rationale of exercises chosen, the aims of using these and possible outcome measures</i>
2. Understand use of LEAP Care Cards© when working with young people	2.1 Describe the use of LEAP Care Cards© when working with young people
	2.2 Analyse the strengths and weaknesses of using the LEAP Care Cards © when working with young people

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>3. Understand the use of a Relational horsemanship with young people</p>	<p>3.1. Describe the use of relational horsemanship and rituals with young people</p> <p><i>Includes Symbology Cards, Transitional Objects and other rituals</i></p>
	<p>3.2 Give positive and negative points of using the relational horsemanship and rituals with young people</p>
<p>4. Understand the responsibilities of an EFL Practitioner regarding child protection</p>	<p>4.1. Explain legal responsibilities of an EFL Practitioner in protecting a young person at risk from abuse</p>
	<p>4.2 Describe policies and procedures for the protection of a young person at risk of abuse</p> <p><i>Include safeguarding procedures</i></p>
	<p>4.3. Explain how to recognise when a young person is at risk of abuse</p> <p>Includes adverse childhood experiences assessment</p>
	<p>4.4 Produce a risk assessment plan to manage child protection issues when working with young people</p> <p><i>Includes a risk assessment of your site or the site you will work from in the context of working with young people safely</i></p>

### Additional Requirements for Delivery and Assessment

Assessment will involve tutor observation of the learners with horses as well as the completion of tasks for their portfolio.

## Module 6

# Working with Groups, Organisations and Leadership Programmes

**Ofqual module code** M/617/9911 **Guided Learning Hours (GLH)** 12

**Module level** 4 **Total Qualification Time (TQT)** 40

**Module aim** This module addresses the application of the LEAP method of EFL to working with groups, organisations and leadership programmes. It includes working with individuals, groups, corporate/commercial clients and understanding the herd dynamics role in leadership. The LEAP approach to leadership and risk factors of working with groups will be included.

**Module rationale** EFL can be used to support groups and individuals in an organisational setting, from senior leaders to office juniors. This module builds on Modules 1-4 and places focus on working with groups, how to engage organisations and developing leadership programmes. Learners will gain skills in understanding group dynamics and leadership in the context of EFL. The LEAP method can be adapted to suit an individual client or a group/team.

Learning outcomes	Assessment criteria
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to adapt the use of the LEAP method to working in an organisational setting	1.1 Develop an EFL leadership programme for a professional individual or organisation or group  <i>Includes a rationale for the exercises chosen and the aims of using these</i>
	1.2 Facilitate an EFL group exercise that could be used in team development
2 Know the principles of authentic leadership and the LEAP Method	2.1 Explain how authentic leadership relates to EFL and the LEAP Method
3. Understand how to effectively work with groups	3.1 Describe the risks associated with working with groups

Learning outcomes	Assessment criteria
The learner will:	The learner can:
	3.2 Demonstrate on how to engage effectively with a group or organisation
4. Be able to support a client in developing leadership skills with horses	4.1 Select techniques to support the progress of a client
	4.2 Outline a range of techniques that recognise herd dynamics and support a client in developing authentic leadership with horses

#### **Additional Requirements for Delivery and Assessment**

Assessment will involve written assignments, presentations, tutor observation of the learners with horses as well as the completion of tasks for their portfolio.

## Module 7

### Relational Horsemanship and the EFL Herd

**Ofqual module code** T/617/9912      **Guided Learning Hours (GLH)** 24

**Module level** 4      **Total Qualification Time (TQT)** 70

**Module aim** This module places the horse as central, and addresses the skills and awareness needed to be able to hold and manage a therapeutic herd. Learners will focus on building the skills needed to form relational and partnership-based relationships between the EFL practitioner and their equine partners. The module will include an introduction to how equines manage emotional work, and how best to support them using therapies, energy tools and holistic herd management.

**Module rationale** In this module learners will learn how to develop, understand and adjust their relationships with their equine partners, to create an effective therapeutic environment for clients. Physical and emotional care of equines will be central, as well as building an environment conducive to therapeutic work.

Learning outcomes	Assessment criteria
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to demonstrate relational horsemanship skills	1.1 Interpret equine behaviour when using relational horsemanship skills and make adjustments based on the equine feedback  <i>Includes understanding equine body language</i>
	1.2 Demonstrate the use of positive and negative reinforcement when using relational horsemanship skills  <i>Includes adaptability to situations and circumstances</i>



Learning outcomes	Assessment criteria
The learner will:	The learner can:
2. Understand the relationship between relational horsemanship and EFL	2.1 Describe how relational horsemanship relates to EFL sessions
3. Understand approaches to the care of an EFL herd	3.1 Assess different approaches to caring for an EFL herd <i>Includes emotional and physical wellbeing</i> 3.2 Describe an approach to caring for the wellbeing of own EFL herd
	3.3 Discuss legal requirements in the care of an EFL herd  <i>Includes DEFRA 'Code of Practice for the Welfare of Horses, Ponies, Donkeys and their Hybrids'.</i>
4. Be able to build a relational alliance with equines	4.1 Demonstrate building an alliance with equines  <i>Includes how to support equines in EFL sessions</i>
	4.2 Demonstrate a range of relational horsemanship techniques to build a relational alliance with equines
5. Be able to manage an EFL herd	5.1 Discuss key considerations in managing and developing an EFL herd  <i>Includes workload, types of clients, physical and emotional wellbeing</i>

### **Additional Requirements for Delivery and Assessment**

Assessment will involve tutor observation of the learners with horses as well as the completion of tasks for their portfolio.

## Module 8

# Ethical & Professional Practice for EFL Practitioners

**Ofqual module code** A/617/9913 **Guided Learning Hours (GLH)** 14

**Module level** 4 **Total Qualification Time (TQT)** 70

**Module aim** The aim of this module is to support the learner to develop as an ethical and professional provider of EFL services. It covers a range of issues that need to be taken into account when setting up a practice and taking on clients to ensure policies and procedures are in place. This includes the topics of: Health and Safety; Insurance; Data Protection; Contracting; Ethics; Marketing Materials and Pricing. The approach taken encourages the learner to see professional development as a process that continues into the future with a clear place for self-reflection on their role. Central to this is an attention to self-care; professional boundaries and their growing place in the network of LEAP professionals.

**Module rationale** This module addresses some of the most common practical and ethical issues involved in setting up a private EFL practice. The module also includes information regarding membership and further progression with LEAP

Learning outcomes	Assessment criteria
<b>The learner will:</b>	<b>The learner can:</b>
1. Know how to maintain professional standards as an EFL practitioner	1.1 Discuss the need for ethical & professional boundaries <i>Includes working within professional remit</i>
	1.2 Create own professional code of conduct that demonstrates how ethical professional standards will be maintained as an EFL Practitioner
	1.3 Give examples of self-care as an EFL Practitioner <i>Includes professional and personal workload for self and equines</i>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>2. Understand ethical issues for an EFL practitioner</p>	<p>2.1 Demonstrate an awareness of ethical dilemmas and need for ongoing supervision</p> <p><i>Includes learners being aware of bias, ethical frameworks and LEAP Supervision code of conduct</i></p>
	<p>2.2 Demonstrate an understanding of equine and client ethical issues</p> <p><i>Includes trauma informed practice for EFL</i></p>
<p>3. Know how to manage data handling as an EFL practitioner</p>	<p>3.1 Describe the difference between session notes and process notes</p> <p><i>Includes considerations for record keeping</i></p>
	<p>3.2 Explain the need for confidentiality when working with clients</p> <p><i>Includes when exceptions to confidentiality must be made</i></p>
<p>4. Know key legal requirements for an EFL practitioner</p>	<p>4.1 Review a professional Liability Insurance document to identify key issues for an EFL Practitioner</p>
	<p>4.2 Explain the purpose of Enhanced DBS screening for EFL practitioners</p>
	<p>4.3 Describe the need for a data protection policy including GDPR for an EFL Practice</p> <p><i>Includes the safe storage of information and Privacy Notice</i></p>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
<p>5. Be able to establish a professional EFL practice</p>	<p>5.1 Explain own assessment and contracting for own EFL practice</p> <p><i>Includes client assessments and working within area of expertise</i></p>
	<p>5.2 Create risk assessments and policies for own practice</p> <p><i>Includes health and safety, a risk assessment of own site or potential site and key policy documentation</i></p>
	<p>5.3 Create professional marketing materials</p> <p><i>Includes pricing structure</i></p>
<p>6. Be able to support own development as an EFL practitioner</p>	<p>6.1 Demonstrate engagement with the supervisory process</p> <p><i>Includes attending supervision sessions through the course</i></p>
	<p>6.2 Create own Continuous Professional Development (CPD) plan</p> <p><i>Includes rationale for CPD within EFL Practice</i></p>

### Additional Requirements for Delivery and Assessment

Assessment will involve written assignments, creative assignments and the completion of tasks for their portfolio.

## Section 3: Delivering this qualification

### 3.1 Requirements for Centres

Centres must be approved by Crossfields Institute. In order to be approved to offer this qualification, centres must have:

- Staff who are appropriately qualified and experienced in the LEAP method.
- A learning environment that is conducive to group work within a workshop format.
- Access to an equine herd
- A virtual learning environment that supports a password protected discussion forum.

For more information about the process of becoming a centre, please contact us.

### 3.2 Delivery Requirements

*The following guidance is for delivery of all modules. Where modules have additional specific delivery guidance, this is included in the module descriptor.*

This qualification is vocational in nature, so it is vital that the learning experience allows both supervised practice with equines and self-direction and is an experiential and active process. The learner should be given plenty of opportunity to reflect on knowledge and skills as well as developing practical skills with the support and supervision of one of the tutors.

A substantial part of the qualification is action-based independent study outside the classroom. This requires structure, mentor support throughout the course, as well as time in the workshops for reflection and discussion.

Learners will be working with 'practice clients' during the course, therefore supervisors must be assigned to work closely with each learner to ensure practice sessions are held in a safe, informed and professional manner.

Roleplay must not be used during delivery due to the negative impact on the equines, the Centre will provide more information on this in teaching the modules. Learners are required to use their own life experiences as material for the experiential learning of EFL tools and exercises and how to facilitate them. Learners will be supported by tutors throughout the programme in the processing of experiences and material.

As this qualification includes the setting up of a professional practice, learners should be supported by a mentor (one of the tutors) who can oversee their work and progress and be another source of information and support alongside the learner's supervisor.

The modules have been designed to support learner centred approaches, which encourage learner investigation, enquiry and reflection, alongside more traditional teacher centred techniques. The delivery process should be based around a facilitation and coaching method, which should create a supportive and dynamic environment, designed to inspire learner participation, enquiry and learning.

Independent study should be supported by structured home study and a variety of resources. The learner should also have access to tutorial and forum support and engage in self-assessment throughout the module to allow them to monitor their learning.

### 3.3 Assessment Requirements

This qualification is assessed through a portfolio of evidence. The learner must meet all assessment criteria in the module before they can be awarded that module.

We encourage a holistic approach to assessment where appropriate, this means using assessment tasks which can cover elements of more than one module.

Types of assessment method for this qualification may include:

- tutor observation
- written assignments
- creative assignments
- sample plans and programmes
- presentations
- case studies
- the production of artefacts
- reflective journaling
- professional discussion
- peer feedback in the form of witness testimony

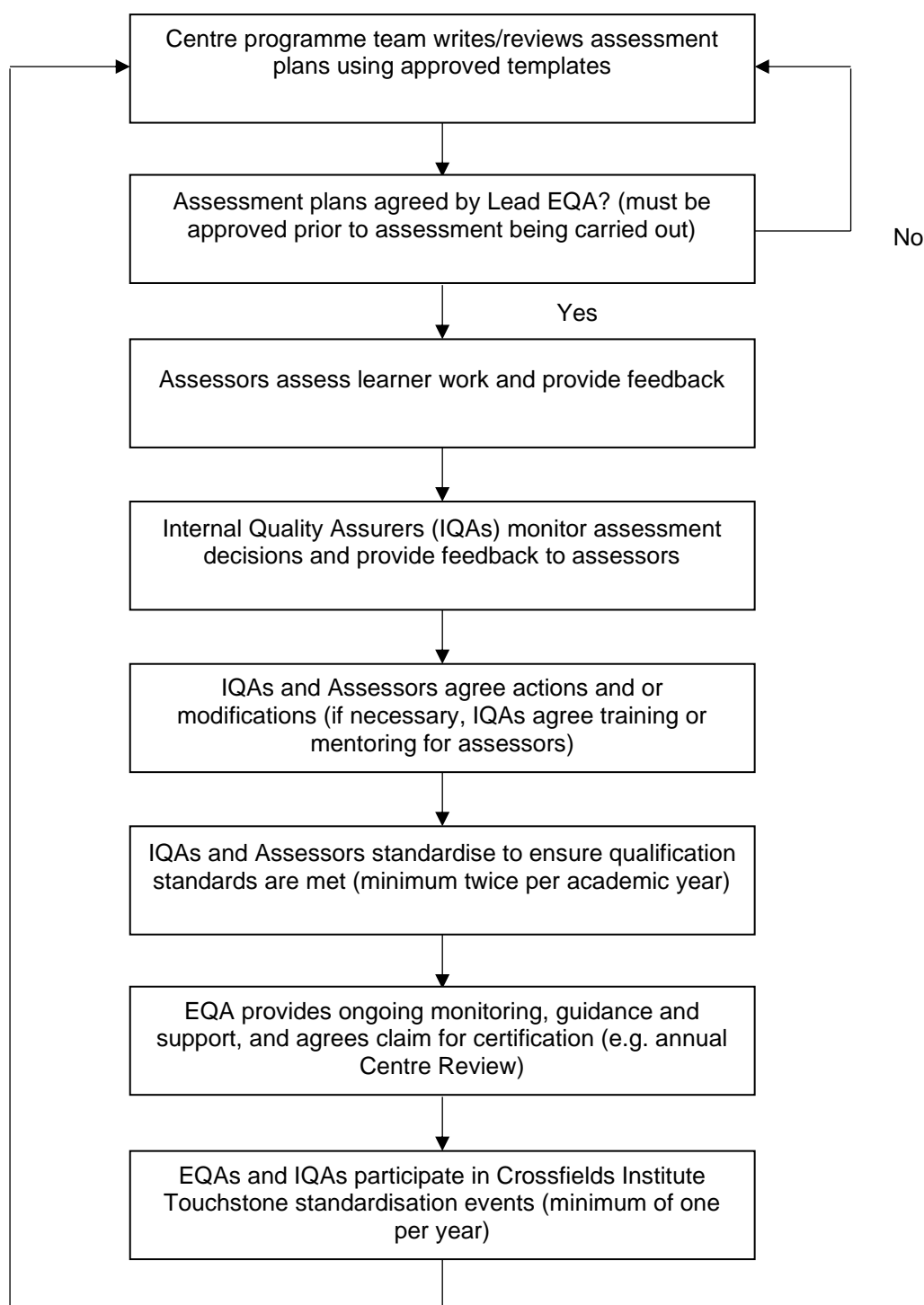
Exemplars of assessment tasks are available on request from the Crossfields Institute Quality Team.

### 3.4 Quality Assurance

The Crossfields Institute approach to quality assurance is underpinned by educational values which address the development and transformation of the whole human being. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach his or her full potential.

The primary aim of the Crossfields Institute Quality Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners. Centres will be allocated an External Quality Assurer (EQA) by the Crossfields Institute Quality Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

Centres delivering this qualification are required to follow this Crossfields Institute Quality Assurance process:





### 3.5 Assessment Planning Guidance

This qualification uses a centre devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

### 3.6 Training and Support

To support centres in carrying out high quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for these roles. Crossfields Institute can also provide customised assessor and IQA education as well as review of assessor and IQA practice.
- Assessors and IQAs must keep an up to date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role.
- Handbooks, exemplars and templates are available from the Crossfields Institute Quality Team.
- Where required, a customised Quality Assurance Action and Development Plan will be provided by Crossfields Institute for centres.

Please note: there may be a charge for training and resources provided by Crossfields Institute.

### 3.7 Policies and Procedures

Each centre is required to work in partnership with Crossfields Institute to ensure that all learners have the best possible experience whilst taking this qualification and are treated fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with

Crossfields Institute has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with Crossfields Institute's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints and Appeals Policy: which allows learners to take action if they feel they have been treated unfairly.
- Reasonable Adjustments and Special Considerations Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances.
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed.
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias.

Crossfields Institute Policies, and other key documents, are available on our website at <https://crossfieldsawarding.org/resources/>

## Appendix 1: Resource and book list

Name	Title	Publisher/ISBN
<b>Equine Behaviour:</b>		
Ainslie, T., & Ledbetter, B.,	The Body Language of Horses	William Morrow and Company, 1980
Budiansky, S.	The Nature of Horses	The Free Press, 1997
Hill, C.	How to Think Like a Horse	Story Publishing, 2006
Irwin, C.	Horses Don't Lie	Marlowe and Company, 1998
McGreevy, P.	Horse Behaviour	Elsevier Saunders, 2004
Rashid, M.	Horses Never Lie: The Heart of passive leadership	Newtons Abbot, 2004
Rees, L.	The Horses Mind	Stanley Paul, 1984
Roberts, M.	Horse sense for people	Harper Collins, 2000
Scanlon, L.	Wild about horses	Perennial, 2001
Sheldrake, R.	Dogs That Know When Their Owners Are Coming Home: And Other Unexplained Powers of Animals.	Three Rivers Press, 1999
<b>Equine Facilitated Learning:</b>		
Mark Rashid	<b>Horses Never Lie</b>	978-0715318416
Broersma, P., & Houston, J.	Riding into Your Mythic Life: Transformational Adventures with the Horse	New World Library, 2008
DEFRA 2018	<b>Code of Practice for Welfare of horses, ponies, donkeys and their hybrids.</b>	<a href="http://www.gov.uk/code-of-practice-for-the-welfare-of-horses-ponies-donkeys">www.gov.uk/code-of-practice-for-the-welfare-of-horses-ponies-donkeys</a>
Dunning, A.	The Horse leads the way: Honouring the true role of the horse in Equine Facilitated Practice	978-1971117-548-3
Fenton, J.	Unbridled Success	978-1908746-51-1

Hallberg, L.	Walking the Way of the Horse: Exploring the power of the horse- human relationship	Universe, 2008 ISBN: 978059547905
Jennison, J.	Leadership beyond measure	ISBN: 978-1511971560
Kohonov, L.	The Tao of Equus	New World Library, 2001
Kohonov, L.	Riding Between the Worlds	New World Library, 2003
McCormick, A.	Horse Sense and the Human Heart	Health Communications, 1997) ISBN: 978155874523
Rector, B.	Adventures in Awareness: Learning with the help of horses	Bloomington: Authorhouse, 2005
Strozzi, A.	Horse Sense for the Leader within	ISBN: 1-4184-2425-0
Strozzi- Mazzuchi, A	Equine Guided Education	ISBN: 978-1502377210
Whitehouse, S.	The Business of coaching with horses.	
Witter, R.F.	Living with HorsePower	Trafalgar Square Publishing, 1998
<b>Experiential Learning or Education</b>		
Beard, C., & Wilson, J.P.	Experiential Learning: A Handbook of Best Practices for Educators and Trainers	Kogan Page Ltd., 2006
<b>Coaching &amp; Clean Language</b>		
Sullivan, W., & Rees, J.	Clean Language: Revealing metaphors and opening minds	ISBN: 978-184590127-7
Stoltzfus, T.	Coaching Questions: A Coaches guide to powerful asking skills	ISBN: 978-0979416361
<b>Professional Practise</b>		
Michalowicz, M.	Profit First	
Strozzi, A.	Planning your business in the horse and healer/teacher professions	ISBN: 9789-1-4392-3060-2
Hallberg, L.	The Clinical Practise of Equine- Assisted Therapy	Routledge, 2018
Hallberg, L.	The Equine-Assisted Therapy Workbook	Routledge, 2018

### Recommended Websites

<b>JK Associates</b>	<a href="http://www.jkassociatetherapy.com">www.jkassociatetherapy.com</a>
<b>Glint</b>	<a href="http://www.glint.org.uk">www.glint.org.uk</a>
<b>Life on Dreams</b>	<a href="http://www.lifeondreams.com">www.lifeondreams.com</a>
<b>Success Unbridled</b>	<a href="http://www.successunbridled.co.uk">www.successunbridled.co.uk</a>
<b>Pony Partnerships</b>	<a href="http://www.ponypartnerships.co.uk">www.ponypartnerships.co.uk</a>
<b>Ivan Broad</b>	<a href="http://www.ivanbroadcounselling.co.uk">www.ivanbroadcounselling.co.uk</a>
<b>Total Horsemanship</b>	<a href="http://www.totalhorsemanship.co.uk">www.totalhorsemanship.co.uk</a>
<b>Mickey Gavin</b>	<a href="http://www.truehorsemanship.co.uk">www.truehorsemanship.co.uk</a>